INDIAN EDUCATION

JOURNAL OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

VOLUME IV **OCTOBER, 1965** **No. 11**

CONTENTS

EDITORIAL : 1

A PLEA FOR A NEW PERSFECTIVE IN EDUCATION *by P. S. Parihar* ... 3

OUR EDUCATIONAL STANDARDS : A DIAGNOSIS *by R. D. Dikshit* ... 8

RAISING THE STANDARDS IN ENGLISH *by Bir Singh* ... 16

EDUCATED UNEMPLOYED IN INDIA *by C. L. Anand* ... 19

A STUDY OF TEACHERS' WORRIES *by S. B. Kakkar* ... 24

STATUS OF TEACHING PERSONNEL IN USA *by Shamsuddin* ... 29

STUDENT VIEWPOINT :

I. MEDIUM OF INSTRUCTION FOR TRIBAL STUDENTS *by Antony Barla* ... 33

II. METHOD OF TEACHING *by Yogendra K. Jain* ... 36

REVIEWS 38

AIFEA PUBLICATION

INDIAN EDUCATION

JOURNAL OF

THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THIS JOURNAL is the official organ of the ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS. It is published monthly. The AIFEA was founded in 1925 and today it has 55 national and state associations of teachers and educators affiliated to it, with a membership in the neighbourhood of 400,500. The AIFEA is affiliated to the WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.

THE OBJECTIVE is to afford an educational forum for administrators, teachers, parents, social workers, psychologists, psychiartists and all those interested in the liberal education at all levels-viz., Infant, Primary, Secondary, Technical, Vocational and University—so as TO SUPPLY STIMULI TO INVENTIVE THOUGHT AND CONSTRUCTIVE ACTION.

EDITORIAL BOARD

D. C. SHARMA, CHAIRMAN

S. NATARAJAN — M. M. BALAGUER

S. N. MUKERJI — G. C. CHAURASIA

M. K. BANERJI — A. P. KHATTRY

INDIAN EDUCATION

JOURNAL OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

Editor : E. W. FRANKLIN

VOLUME IV — OCTOBER, 1965 — No. 11

Editorial

OF LATE there have been numerous changes in the educational scene of the country. These have effected curricula, organization, administration and duration of school and college and so on. These changes have resulted in considerable dislocation in the content of teaching and its organization. Both teachers and pupils have been subjected to constant new experiments, quite a number of which have not been carefully thought out.

Mr. P. S. Parihar in his article '*A Plea for New Perspective in Education*' has considered some of these matters in a balanced and thoughtful manner. He has stated that there are too many campaigns and remedies for too few basic ills and has pleaded for a halt on wasteful schemes and half-baked plans. An important point raised in his article concerns the influence of socio-economic factors in our education system. Quite often teachers, educationists and administrators forget to take into account the enormous influence exerted by the rapidly changing society. In the pursuit of flashy scheme we seem to be losing sight of the fundamentals of education.

We bemoan the fall in our education standards but there are very few practical suggestions for raising them. Mr. R. D. Dikshit presents in his article a fairly accurate diagnosis

of the falling standards and has suggested practical steps for combating the trend towards slipshod work in our schools and colleges. Mr. Bir Singh has considered the same matter in respect of the standards in English. Mr. Anand's article outlines the extent of educated unemployment in our country. This is a matter which deserves careful consideration. Their is surely something wrong with our educational system under which education merely succeeds in adding to unemployment figures.

Mr. Kakkar has presented results of his investigation into teachers' worries. The two hundred and forty-six teachers involved in this inquiry mention seven hundred items which caused worries to them. It is something of a wonder that teachers can go on working under the burden of worries outlined in this brief article. The teaching personnel in U. S. A., although far better paid and perhaps more contended than our teachers, has nevertheless quite a few problems in common. Mr. Shamsuddin has outlined the status of American teachers in the article contributed by him

Mr. Yogendra Jain, a student, has commented refreshingly upon the methods of teaching. Another student, Mr. Anthony Barla, has dealt with the medium of instruction for tribal students.

A PLEA FOR A NEW PERSPECTIVE IN EDUCATION

by P. S. PARIHAR, *Deputy Directer of Public Instruction, Bhopal.*

LIKE the political arena, the educational world of our country also presents a spectacle of confusion, cross-purposing of aims and practices. On the immediate goal of expansion at all stages, primary, secondary and university with special emphasis on technical and professional education there is no doubt a fair degree of unanimity of thinking among planners, thinkers and teachers. In deciding priorities however, opinions seem to be divided. But the largest measure of plurality and even polarity of views is marked when we seek to improve quality, when we sit to redefine aims and suggest remedies for their achievements.

The conservatives bemoan the influx of numbers and the pace of change. The moderates point the accusing fingers towards politicians donning the robes of educationists. The progressives in their turn, lay the blame on lack of scientific thinking and hold of traditional ideas among teachers. While this divergence of views is on the part of lay public, a healthy sign of a free, democratic society what is disconcerting is the confusion of thought at the highest levels—the Universities and the Governmental Educational authorities.

The ideal of basic education is ostensibly supported by Governments even while permitting its content to be changed beyond recognition. Whether we intend to remain wedded to a backward agricultural economy wherein machines and mechanised production would be a taboo, or we are to plan for a modern industrialised economy on Western pattern is a question which is conveniently ignored by planners of our primary Education. In theory atleast, the goal of a fully industrialised society is accepted while in practice, our policies and pedagogical programmes are conceived against the background of a social life based on rural, handicraft economy. On the one hand we try to import and apply the ideas of Dewey, Montessorie and other western thinkers whose habitat and social ethos was a capitalist, competitive and

affluent society and on the other, we acclaim the goal of a social life on a socialistic, equalitarian cooperative pattern.

At the secondary level, there is an apparent, understandable concern for catching up with the West and treading the path of western Educational systems The pattern and practices current in Britain or the U. S. A. and we seem to be attracted more to the U. S. A., are an outgrowth of their own, specific socio-economic-historical conditions. In trying to transplant the same pattern and practices here, we forget the basic differences between our conditions and theirs, as they exist and as they will grow in future. The natural outcome is a squandering of efforts, and failure to enthuse and inspire workers; students and parents alike. The standards of achievements no where seem to be showing an upward curve. The old craze for merits at public examinations holds sway, the pattern of examinations remains the same, the teaching practices remain pretty unchanged and the general dissatisfaction instead of abating grows more and more.

The obvious reason is not only the one already pointed out namely divergence of aims and practices, but more, our aspirations for going beyond the limits of our total cultural dimensions. From top to bottom our educational thinking is dogged by a dichotomy between social and individual goals, between politico-economic aspirations and educational practices. What we term as 'improvements' are in their final analysis, our ability to spend more. We have to equip our libraries and laboratories, we have to provide better living and working conditions to our teachers, we have to give to our schools better buildings, better gymnasia, better auditoria. To have recourse to a widened use of psychological methods, apparatuses and tools, we need more hands and more money to produce them in large scale. To be able to seek cooperation between schools and parents we need a minimally educated and understanding adult population. The advice to use audio-visual aids must wait till such times when these aids are available to our schools before it can be translated into practice.

All these, it is no use repeating, cannot be had in a matter of few years through class-room lectures, through propaganda literatures or through a score of seminars or workshops. Even the much lauded 'research' cannot generate the required

socio-economic conditions which are a prerequisite for trying out with any chance of success, the modern and scientific practices of education. Not that these attempts are unnecessary, but their power to bring about the expected change has to be grasped realistically. Sociological changes take place through the built-in dynamics of social life itself. In a pluralistic society with a variety of interests and purposes and not infrequently conflicting ones of various institutional groups, the pace and direction of change cannot be precisely and correctly forecast. But the general trend of course, is determined by economic forces. All other forces play a secondary role.

As long as the basic economic structure is not taken into account much of our planning and ideas of reconstruction will necessarily bear the impress of patch-work arrangement and adhoc remedies hardly fitting into and leading on to the total design as we are experiencing them today. This inescapable truth is however, lost sight of the highest levels of educational thinking. The sadest feature of our whole national educational effort seems to be the utter lack of sincerity and conviction in our thought and action. Most of the programmes and values that are preached are rarely followed by those who preach. The values which are emphasised in talks and writings are rarely the values which matter in real life. Success and material success at that, is the prime motive of individuals in the existing socio-economic set-up. How can then higher ideals of personality growth or moral individuals be made a living reality by the strategems, devices and teachniques of class-room instruction ? How can secial sensitivity and social responsiblity be inculcated when all-around, the very opposite of these qualities are needed to reach the desired goal of success ?

At the level of higher education, the same mercenary and acquisitive spirit is visible in universities and professional institutions. Examples of dedication to duty and the will to give ones best in the job undertaken seem to be rare oasis in the desert of egoistic, self-oriented individuals concerned mainly with personal success. Favouritism and nepotism are rampant. Even the insignia of scholarship—the doctoral degree has become a marketable commodity. It is so because, in a comparatively poor country when material values are accepted, gifts of good life can be had generally and easily

through the patronage of well-placed individuals and only occasionally through sincere hard labour. Hence the general picture of everyone trying to transmute every occasion, every office, every scheme into an instrument of personal benefit.

The medium of instruction quandary has not a little to do with poverty of standards and wastage of efforts, particulary in technical and professional courses. To a certain extent this is inevitable in a period of cultural transition. But a divided mind and a lack of determination on the language issue have made the situation worse. Snobbery for English and a vested interest in it on the part of highly placed Govt. Officials and the Professions have been defeating the general upgrading of knowledge and culture.

In this bewildering scene of too much talk and too little conviction-based action, too many campaigns and remedies for too few basic ills, where and how is the ship of education and its crew to find its right path for the destination ? In my humble view the first and foremost task is to generate the spirit and attitude of sincere devotion to work among educational workers. This can be done not by mere talks but essentially by the actions and examples of the higher ups. Sincerity and integrity at the top have the inevitable tendency to flow down and percolate all the nooks and corners of the whole machinery. The next thing is to be clear and definite about the nature of our socio-economic organisation, its prime motive forces, and the production relations that it will foster. Justice, equality and cooperation are worthy ideals, but whether the social milieu permits of their realization is the crucial question. No teaching practices, no examination reforms, no amount of curricular reconstruction alone can help realize the ideals of democratic citizenship, all-rounded growth or character formation if moral anarchy continues to surround the educational world. The human factor and not the technique can play the deciding role in the matter.

There is need also to put a moritorium on wasteful schemes and campaigns till such time as we have not attained minimum material conditions for the needed change-over. Continued talk of change in an atmosphere of paucity and shortages, not only sounds hollow and artificial, it promotes

distrust and cynicism amongst workers. Education is a part and parcel of our total life and as such, it cannot much depart from the tone and tempo of the social life. Instead of trying to treat a symptom here or a symptom there, it is better we concentrated on a few basic things. The results then would be far more satisfying and significant.

OUR EDUCATIONAL STANDARDS : A DIAGNOSIS

by R. D. DIKSHIT, *Department of Geography, University of Gorakhpur, Gorakhpur.*

OUR present day standards of education have become a topic of serious discussion and concern in almost all circles of the society. There is a widely prevalent impression that the level of attaiment of our average student, at almost every stage, has markedly gone down and that it is progressively deteriorating. Although most people hold to the idea of falling standards, there is no unanimity of opinion on the subject and some people even hold the view that over all standard have risen high in recent years. All this divergence of opinion is on account of a confused thinking regarding what is meant by the 'standards'. We should, therefore, at the outset see as to what we mean by educational standards and how to measure them.

Greatly divergent criteria are used to judge our present day standards of education. Some find the signs of the falling educational standards in the poor language grasp of the average student. The average student of the day finds it difficult to express himself correctly and precisely either in English or his vernacular language. This is a disparaging fact and leads many to think of a definite fall in educational standard. Certain other people find the signs of deteriorating standards in the poorer grasp of the fundamental principles of subjects such as history, geography etc, etc. Some find the signs of falling educational standards in the poorer cultural training of the average student in the country. One has reasons to feel disgusted when a graduate is found ignorant of the writer of Meghdoota or when one finds a University student using the Bhagvadgita and the Srimadhagavat interchangeably. There are others who find the proofs of falling standards of education in the poor morality and falling standards of honesty of our average youth. The common man has different proofs of the falling standards of education. The common people feel that the educational standards are falling because thay find that a University gradua te does not have the financial security that even a matriculate possessed a

score of years back. Nor is an average graduate of the day able to understand court papers etc which, they feel, a matriculate in the past could do.

Thus the ideas about the present day educational standards differ because of the divergent criteria of judgement employed. We need, therefore, decide the criteria on which we shall judge our prevalent standards. Broadly speaking the overall standards of education may be judged on the basis of the achievement of an average educated man in respect of the following :—

(a) Power of expression written and spoken. Knowledge is meaningless if it cannot be expressed.

(b) General knowledge of the cultural heritage of man and a general awareness of the trends and currents of social and political thought.

(c) Attitude of the average educated person towards the higher values in life.

(d) Average educated youngman's adaptability to the facts of life.

(e) Grasp of the fundamental principles of individual subjects.

It should be clear that our discussion is concerned with the general standards with respect to the conventional type of education imparted in our Universities and Colleges. We do not concern ourselves here with the specialized education in sciences and technology.

1. We may now proceed to examine our prevailing standards of education on each of the above criteria. There will, perhaps be no dispute on the point that the language training of our average student is very poor—not only in English but in the vernacular as well. Any body connected with the public examinations knows it well. While the slip-shod language with a strange mixture of vernacular and English and the local dialect serves the purpose in daily conversation, the things come to a head when drafts are to be written. In this respct the standard have definitely gone down compared to the standards of expression in the past.

2. The general education of the average student of the day is deplorably poor. His training in the cultural history

of the country and his knowledge of the cultural heritage of man are shocking. Few will tell you correctly the names of the writers of *Anandamath*, *Abhigyan Shakuntala* and *Gitanjali*. It will be revealing to many that the saint philosopher Shri Aurobindo was the prophet of Indian nationalism and a fiery revolutionary. Many may tell you that *King Lear* or *Othello* were written by George Bernard Shaw. You may even be told that the World War II was fought between the U. S. A. and the Soviet Union. In this respect also it is felt that standards were better in the past. Although quicker travel, better news service, cheaper books, radio and the television have made the student more aware of his surroundings—this has meant largely a better knowledge of the film-stars, the beetles and the like.

3. The primary aim of education is to make the youths gentlemen of honesty and integrity. There is almost universal agreement on the point that todays educated men have a far poorer sense of morality, honesty and integrity than the educated people a few decades back. In this sense also the standard may be low.

4. One of the basic objectives of education is to make a better, fitter and more adaptable person out of our young men. Let us see how does our educated youngman compare with his counterparts in the past. There is no denying the fact that an average educated youth of the day is more daring and confident than the youth a few generations back. Our youth now has a greater initiative in life. He is not so much a slave to customs and traditions as the youth of the past. In this sense then, the standards have not deteriorated. But then, this confidence and initiative are not so much the results of any change in the pattern of education. These are born out of the sense of the citizenship of a free nation, a sense of feeedom and equality of opportunity. It may therefore not be a proper criterion for judging the present day standards of education.

5. We now proceed to examine the standards with respect to specialized knowledge—the grasp of the fundamentals of individual subjects. This is a point on which there is clearly a dispute of opinions. While some feel the standards in this respect also have gone nown, there are large number of teachers and educationists who feel otherwise. The people

who feel that the standards in respect of (individual subjects) specialized knowledge have gone down, very often confuse the superficial with the fundamental. It is not realized that the subject teachings have undergone revolutionary changes since these older people left the schools. The reason for these people's disgust is that a graduate of to day fails to date certain events of history or that an advanced student in geography is unable to name the place with the highest temperature or the heaviest rainfall in the world or the place most famous for diamonds, where as even an average high school student in their time could answer the questions with facility. These people overlook that today the emphasis in education is on the fundamental and not the superficial. From the view point of practical requirements of life these are of no significance, hence they are not emphasized.

Contrary to this there are certain educationists who pride themselves on the rising standards of knowledge in the specialized fields. The educationist says, he teaches to his students far more than what he was taught in his days and that his student stands far superior in knowledge to his counterparts in the past. But this is, perhaps, not something to take pride in and it can hardly be taken as measure of educational standards. As time passes man's knowledge increases through experiences and experiments. Naturally then man's store of knowlege is greater to day than a score of years back. Standards should be measured in terms of the grasp of the contemporary stage of knowledge in the field and not in terms of the total information. Judged in this way, the educationist will have nothing much to be proud of.

But it is in this respect that we may safely say that even though the general standards might have gone down, today's best is better than the best of the past.

9. Another criterion sometimes putforth, although erroneously, for judging our educational standards is on the basis of pass percentage in public examinations. It is said that despite the various handicaps under which our present day education is imparted, it is significant that the pass percentage in various public examinations has remained more or less the same. On this basis inference is drawn that there is no real lowering of educational standard. But examination results may hardly be taken as a measure of

educational standards. The rules for examinations are becoming lax every year. The examiner is almost compelled to raise the pass percentage for the fear of being dubbed, "too strict" or blamed for "mass massacre" and sometimes also for fear of losing examinership—no small charm for a person with fixed income.

It is, therefore, not possible to give definite 'yes' or 'no' answer to the question of falling standard of education. The question is a complex one in which many things are involved. In some respects our present day educated young man compares favourably with his counterparts in the past, in certain others we have reasons to be a little concerned. Todays best, may be and perhaps is, better than yesterdays best, but the standards of attainment of large mass of our students are not encouraging.

Causes of Deterioration

1. Looking for the factors contributing to the general lowering of standards we find that the foremost factor is the democratization of education since independence or even earlier. This has meant a far larger number of students in schools and colleges than could previously be imagined. The University population, alone, in the country has increased nearly fourfold siece independence. The numbers are increasing everyday. It is estimated that since 1950-51 the enrolment in secondary schools has risen three fold. To cope with this increasing number of students, a host of new schools and colleges—very ill-equipped and poorly staffed—sprang up in every part of the country. This has, naturally, resulted in a general deterioration of standards, The products of these poor quality institutions could not be expected to compare with the products of the well-staffed and well equipped institutions.

2. This great influx in the student population has meant larger classes, poorer teacher-taught ratio, lesser opportunities of close teacher student contacts, which have resulted in poorer training of the students, less of reverence for the teacher, more indicipline and greater frustration. All these have affected our general educational standards very unfavourably.

3. As a result of the democratization of education now a

large body of our student population is drawn from the lower strata of the society—the societies which were depressed and devoid of any tradition for learning and cultural pursuits. The students coming from these families do not possess that cultural education which results from a healthy family environment. These students have, therefore, almost no cultural background. The love for culture and devotion to higher values in life were not imbibed in them in the most formative years of their life. These student very often know nothing of the scriptures and are ignorant of the heritage of the nation. In the past these things were not to be taught to the students. Coming from traditionally enlightened families students possessed good cultural background and their general education was good; In this way, this aspect of the democratization, although a very happy augury for the nation, has resulted in a general lowering of standards. Even the very ordinary student in the past, by virtue of his cultural and social contacts, used to be fairly well read and hence, well informed.

4. This sociological factor has a financial aspect also. Today when caste barriers have fallen, backwardness is measured in terms of financial position. A study conducted by the Kerala University has revealed that is not so much system of education or practice of teaching in a particular school but the socio-economic conditions of a student which ultimately prove the decisive factor in his progress. According to the study, while 89 percent of the children belonging to the income group of Rs. 200 and above passed in their examinations, only about 33 percent of those belonging to the Rs. 50 and below income group proved successful. This is very natural. Children living with large families in single-roomed tenements can hardly by expected to concentrate on their studies. Then, while the educated parents guide and encourage their children, the attitude of illiterate and poor parents, who are naturally anxious to make their children 'useful', is just the opposite.

5. With the great flood in student population and the rise of new schools and colleges, a large number of teachers were required. This resulted in mass recruitment of teachers and entry into the profession of people with little enlightenment, people lacking the essential equipment, zeal for and devotion to learning. For a large number of these

new entrants into the profession, teaching ceased to be an ideal and a way of life. It became only a means of livelihood. As pointed out elsewhere, this poor quality of teachers resulted also on account of faulty system of recruitment by the nonacademic management bodies in the new schools and colleges where recruitment is based not primarily on merit but on favour. Another reason for the poor quality of teachers is the appalingly poor conditions of service in these institutions and the very low "actual" salaries offered—conditions under which only very poor stuff is prepared to work.

A vital reason for the fall of standards in education and the poor quality of teachers is the wrong policy adopted in the upgrading of educational institutions and the side by side promotion of the teachers. The cases are common of institutions which from the poor beginnings of privately-run middle schools after independence, with the patronage of certain interested politicians, have gradually become high schools, intermediate colleges and are now imparting education for University degrees. Bulk of the staff in these colleges consists of the "loyal" teachers who by virtue of hard labour and through repeated attempts have climbed the successive steps of public examinations and have managed to obtain a University degree. Such people do not realize the value of higher learning. To them higher education was and is just for a degree to ensure higher promotions. These teachers now claim seniority not only in service but also in learning and dominate, through a wrong educational policy, the various academic bodies. Not only are these people themselves devoid of an aptitude for learning they largely miseducate our youngmen and mar the initiative of a few brilliant young bloods that chance to enter the profession. On account of an inherent inferiority complex they cannot see an intelligent junior to rise and prosper by honest means.

6. Among various other causes contributing to the fall of educational standards are the unscientific curricula in our schools. The student is burdened with too many informations for his tender and immature mind to assimilate. This results in poor graps of fundamentals.

7. The fall of standards in University education is, besides other factors, also due the neglect of and poor hold of the students, and even teachers, on the English language. In several

Universities the media of examination and even of instruction are the regional languages or Hindi. No body can deny the advantages of the regional language and the national language of the country getting the pride of place. But the sad fact is that most of our libraries are English language libraries. The standard texts and all the learned journals are available only in English. The only literature available in regional languages and Hindi are certain text-books and poor quality notes. The student, because of his deficiency in English, has no approach to the standard books. His studies remain limited to the cheap notes and the teacher's lectures which are mostly incorrectly taken down. This affects the standards of knowledge vitally.

8. While judging our present day educational standards, it should not be lost sight of that to day we do not find the best brains coming for conventional education. People have became awake to the importance of technical and professional education. Our best students are now drawn to medical and engineering colleges and the like institutions. The result is that the average intake at the first degree course in our University and colleges is of poorer quality than in the past when professional and technical colleges were few and far between. It naturally has an unfavourable impact of educational standards.

RAISING THE STANDARDS IN ENGLISH

by BIR SINGH, *Assistant Professor, Government Post-Graduate Basic Training College, Chhatarpur, M. P.*

WHAT should be the position of English in our national life ? There are persons who say that English should not be retained in any capacity; while there are others who assert that it should be retained at every cost. Gandhiji has said: "The position that English is occupying today in our education and official life cannot be sustained in future". But you will create chaos and confusion in all affairs, if you suddenly displace a language which is holding its own for the past 150 years. When a teacher, who teaches English, hears such views he begins to develop an indifferent attitude towards English and its teaching. But what is the real concern of a teacher of English ? Is it his job to decide this issue ? Certainly not. He has been employed to teach English well, and that he should do.

Just observe a teacher teaching English in an ordinary school. He reads a certain paragraph from the textbook. He tells the meaning of new and difficult words in the vernacular. He does some writing on the black-board. Then he translates the paragraph into the vernacular. He does some paraphrasing. In the end he asks the children to learn the lesson at home. There is the writing by the teacher, there is the paraphrasing, there is the translation, there is the reading by the teacher, there is the homework, and all that; but where is the English language ?

The one goal of teaching of English in our schools is to enable the child to speak, understand, read and write simple English language correctly. Nothing more and nothing less is to be achieved. English consists of English language and English Literature. English is a skill and the literature is an art. The two should not be mixed at school level. The teacher has to teach only the English language consisting of only three skills, namely, reading, writing and speaking. If the teacher tries to go beyond these skills he may not be able to achieve anything.

The unit of reading is a sentence. Reading is an individual and silent activity. It comes after speaking. The matter for reading should be in a simple language which the child can understand. The teacher should try to make the child read silently and individually from the very start. The matter should be purposeful and interesting. The child needs to be encouraged to do his own reading. It does not mean reading by the teacher of reading by two or three students of a class.

Is there any enemity between English and Vernacular? Certainly not. There is no real conflict between the two. The better you teach Hindi, the better the background you have for the teaching of English. If you teach Hindi well, the better teaching of English would result. If you teach English well, it does not worsen the teaching of Hindi. If you teach Hindi well it does not mean that good teaching of English would be hampered thereby. Both the languages have certain common elements and thus are complementary in various respects, for examples, in essay writing, story-telling, grammar etc. The good teaching of one helps in the good teaching of the other.

The teacher needs a change in his outlook. He does not take into account the real position. The students of class IX mostly come from different middle schools located in rural and urban areas. They have been taught by different teachers who are mostly untrained. They were in different atmospheres. They do not have the same family background. The teacher should first know real knowledge—level of students and in most cases he should make a start from the very beginning. The main responsibility lies with the teacher of class IX and not on the teachers of middle schools who are not so well qualified and trained. He should not take it for granted that students have assimilated the syllabus of English prescribed for classes VI to VIII.

Ordinarily the teacher of English should not give homework to the students. The whole of the lesson should be taught in the class under his close supervision. The students need guidance at every step in the beginning. If they do most of the work at home they would be practising something incorrect.

There is nothing wrong with the students. They are

intelligent. But we should not expect too much from them very early. Again, we cannot go back to the good old standard of English.

Improvement of the teacher is necessary for all improvement in teaching.

English is a compulsory subject in almost all middle and high shcools and we should teach it well.

We do not have the right type of teachers for the teaching of English even for middle schools. Starting English from Class III is not feasible at present because of the lack of teachers trained in the teaching of English. It would even worsen the standards.

The teachers in rural schools need more help than the teachers of urban schools.

Examination should test the knowledge of English language, skills and not the memory of the students. Knowledge-content questions should be avoided.

EDUCATED UNEMPLOYED IN INDIA

by C. L. ANAND , *Lecturer, Regional College of Education, Mysore 2.*

AFTER independence there has been a great deal of public interest in the problem of educated unemployed in our country. The expansion of education at all levels, specially the secondary and University stages has resulted in more demands for employment. Unemployment began to show a marked upward trend when the First Five Year Plan was half way through. In the second and third plans, the arrangements have been made to suitably find the employment avenues on all sides and especially the technical side. Inspite of all this the number of the educated unemployed is increasing every year. Millions of the educated in India today are either unemployed or at least under employed—a problem which should draw the immediate attention of the educationists and economists alike.

Educated unemployed and the Five-Year Plans :—Realising the need of employment opportunities for the youth, the Planning Commission took a serious note of this issue in the second and third plans. A large expansion of employment opportunities was one of the principal objectives of the second plan. *Reorganisation of the system of education at the secondary stage and provision of facilities for technical and scientific education at University stage have been emphasised in the third plan. In recent years there has been a change in the attitudes towards manual work on the part of educated persons. It is a healthy sign. In rural areas, through rural programmes, large employment opportunities for the educated unemployed are being made available. The scope of regular and continuous employment within the rural economy will gradually increase with the development of co-operatives for credit, marketing and forming, growth of small scale industries, development of agriculture and the establishment of democratic institutions at the district, block and village level. It was hoped in the beginning of the second five year plan in 1956 that within a period of ten years the problem of educated unemployed in India will be solved to a fairly great extent. For the third plan, it seems the present prospect is a further increase in persons

---

*A principal aim of the second plan is : 'to utilise to the fullest extent possible the man-power resources of the country and to ensure a substantial expansion in employment opportunities.' (Draft Outline, P. 11).

without employment. A situation in which the level of unemployment is increasing is most undesirable. It is essential therefore, that a nation whose government depends on popular elections, have an effective programme for dealing with the problem of unemployment.

Employment and Secondary Education :—The problem of educated unemployed after the Secondary and University stages has to be considered separately. Again, the problem at both the stages has to be studied in its two aspects—the back leg and the new entrants.

By the end of the second five year plan the estimated number of the educated unemployed after secondary stage was nearly one million. The new enterants in the third plan period are expected to make the number about three million. A clear insight into the problem of educated unemployed at each one of the secondary and university stages and the desirable remedies are as important as ever before.

It is being increasingly felt by the parents and the educationists that inspite of having diversified courses at the secondary stage, the secondary education for most of the pupils, is out of tune with life and thus fails to prepare them for life. The rapid pace of industrialisation during the last fifteen years makes it imperative that educational system should be geared to meet the rapidly changing pattern of personnel requirements. The complaint that the secondary schools have made little provision for technical and vocational subject is very genuine because the limited number of multipurpose schools in the country do not meet the requirements of the ever increasing percentage of the students at the secondary stage. Where it is needed to open more and more multipurpose schools, care should be taken to see that well qualified and properly trained teachers and proper material facilities are made available for such schools.

A suitable reorientation of the Secondary education is also essential with a view to producing the skilled workers and technicians needed for industries and various national projects. A special function of the secondary education according to Mudaliar Education Report is "to provide the country with the second line of its leaders in all walks of national life"—art, science, industry and commerce. The role af the office assistants, clerks, accountants, stenographers,

typists, translators, laboratory assistants, etc. in the developing economy of the nation cannot be over emphasised. A fairly large number of the students coming out of the secondary schools can be selected and put through short periods of training for these jobs.

Another avenue open to young persons with education is to set up small scale industries at rural centres. A fairly large number of the educated youth can thus be provided employment. These industries can be organised on co-operative basis, so as to ensure the financial, technical and marketing guidance.

Employment and University Education :—The Universities in India, have since independence been severely criticised for not enabling the large majority of graduates to enter a profession or to be employed in public profession This may not be totally true. Various studies taken up by the U. G. C., the Ministry of Education and some Universities in the country show that nearly one in four of the graduates in Indian Universities are trained for various professions like medicine, engineering, agriculture, teaching and so on. More and more facilities for professional courses in five year plans are being provided. Nevertheless, it is true that until the employment capacity of the country is greatly increased, the problem of educated unemployed will be a constant source of anxiety.

*The following data shows the increasing employment problem among the University Graduates.

At the end of the period	Engineering	Medical	Others	Total
1955	628	179	25,417	26,244
1956	481	213	26,080	26,774
1957	511	171	31,605	32,287
1958	518	186	35,845	36,549
1959	598	143	38,900	39,641
1960	1,190	262	45132	46,584
1961	1,255	265	54,266	55,786
1962	1,676	310	61,798	63,784
1963	1,758	329	65,743	67,830
1964	1,975	384	71,098	73,457

*Eastern Economist—Annual Number, 1964–65.

Need and importance of employment bureaus :—In view of the increasing educated unemployed, some universities have established employment bureaus for their graduates. It would be much better to set up an employment bureau in every university. These employment bureaus will be useful to the University Graduates in many ways. Firstly, the students may got first hand information about the various avenues open to them and the number of posts vacant or likely to fall vacant in the near future. Secondly, the university graduates, in this case, will not have to depend upon the advertisements in the newspaper or the Employment Exchanges in the Country. Thirdly, the bureaus in the Universties may also arrange a pre-planning of the employment even before the graduation. Fourthly, the bureaus may be of much help in making employment available immediately after graduation to most of the graduates because the bulk of the unemployment among the University graduates is of initial rather than intermittant character.

Emphasis on Scientific and Technological Subjects :—Majority of the University graduates in our country to-day are arts graduates, who hanker after clerical jobs. All do not get even clerical jobs and those who succeed also get frustrated because of lower level of earning and poor future prospects. This necessitates the role of Honours and specialist teaching in the Universities, making more provision for instructions in science and teachnology and eliminating gradually all pass courses. We should look forward to the time when all graduates in the country will be Honours graduates. This will not only lead to a good degree of uniformity in standards of achievement but will also discourage the new 'caste system' introduced among University students

Terminal stage of education :—It is an interesting feature of Indian University Education that the B. A., or B.Sc., is not usually regarded as a terminal stage by the students who are crazy to get Master's degree in one subject or the other. This results in many things like the prolongation of the period of University education, a large number of III Class M. A's and so on. The tendency to obtain Master's degree is partly the result of comparative immaturity in age at the time of graduation and partly the lack of completeness in education imparted in two year degree course. The

introduction of three year degree course has not solved the problem at all. Twelve year schooling followed by three year degree course could become a real terminal point for University education. Post-graduate courses should be open to those only who are specially qualified. Thus University education will help in creating the required basic training in general education and the honours or specialist education that will enable the graduates to obtain productive and well paid employment instead of becoming clerks for which all this expensive University education is not required.

Vocational Guidance and University Education :—Most of the University students select subjects on their own with no occupational model before them. This results in mass failures and frustration of the worst kind It is very necessary to extend some sort of educational and vocational guidance and counselling in the selection of the courses both at the secondary and collegiate stage. The freshers in the college should be given advice by a group of University teachers and thus helped in the selection of their courses based on their aptitudes, interests and needs. All this may enable the educated unemployed to enter some profession and serve the nation well by improving their own prospects.

A STUDY OF TEACHERS' WORRIES

by S. B. KAKKAR, *Government Training College Jullundur.*

TEACHING IS an attractive job for such reasons as 'it is a very good opportunity to be creative,' 'it is satisfying as teachers develop children into good citizens', 'environment of work is most congenial', 'teachers' associates in the profession belong to an above–average level of culture,' 'variety in teacher's job is so much that it makes work interesting,' 'it provides many opportunities for growth' and the like. Conversely teaching job has several disadvantages which cause persistent worries. These worries tend to arouse conflicts and may lead to nervous disorganization. Nervousness, tension, irritation and consequently a disabling maladjustment often arise from the teacher's professional as well as personal life. It was with this HYPOTHESIS that the present study to guage teachers' worries was undertaken.

Method

246 teachers (180 males and 66 females) of Jullundur High Schools were asked to list just three factors which caused them persistent or frequent worries. No factors were suggested to them, so as to avoid leading responses. The particulars they were asked to write on their lists were "whether married or single", whether living with wife/husband and if not why".

700 items were mentioned in all by 246 teachers. These factors were classified into 10 broad categories and the percentages of teachers responding for each category were calculated. Some items rarely mentioned and not fitting into any of these categories were left out. The results are given in the table below.

Data

Table showing the categorised causes of teachers' worries in the order of frequency of listing. (The values represent percentage of teachers giving three or less responses in each

category. The percentage was rounded off to the nearest single unit).

CAUSES	PERCENTAGE OF MENTION BY					
	Single Teachers		Married Teachers not living with wives/husbands		Married Teachers living with wives/husbands	
	Men	Women	Men	Women	Men	Women
Financial Difficulties	34	45	40	48	29	41
Problems of own of relatives' health	32	42	36	46	26	40
Problems of self-improvement or personality difficulties	28	41	30	42	20	35
Home or family problems including lack of normal family relationships	26	39	24	38	18	30
Poor progress of pupils	16	34	15	34	12	26
Bad report of a boss, authoritarian boss	10	20	14	22	7	16
Disciplinary problems of class	6	18	10	20	4	14
Dissatisfaction with occupation	6	17	8	18	3	14
Unhappy marriage	—	—	3	7	2	4
Religious or moral issues	2	—	4	4	1	4

Results

1. Almost all the worries are more frequently mentioned by women than by the men. Women teachers, it appears, tend to worry more than men teachers, owing to one cause or another. This is true of all the three categories of teachers.

2. Women teachers who are not living with their husbands (causes for so living were not ascertained) seem to have more worries than men teachers of their own category and than

men or women teachers who are either single or are living with their wives or husbands.

3. Men teachers who are not living with their wives (causes for so living were not ascertained) have more worries in all matters (except in case of home and family problems and poor progress of pupils) than men teachers who are either single or are living with their wives

In case of Home and family problems and Poor progress of pupils these men teachers seem to worry a little less than single men teachers but considerably more than men teachers living with their wives.

4. Married teachers living with their wives/husbands have lesser worries than teachers who are either single or are not living with their wives/husbands.

5. Single teachers, both men and women, have more worries than married teachers living with their wives/husbands.

6. 'Financial difficulties', 'problems of own or relatives' health, 'problems of self-improvement or personality difficulties,' and 'home and family problems' cause most worries. 'Poor progress of pupils,' 'bad report by a boss,' 'disciplinary problems of class' and 'dissatisfaction with occupation' produce comparatively less worries.

This leads to the *conclusion that the teacher's nervousness and tension may arise more often from his/her personal life than from his/her professional life.*

7. 'Unhappy marriage' has been mentioned less by teachers who are living with their wives/husbands than those who are not so living, though women in each of these two categories of teachers seem to worry more than men because of unhappy marriage.

8. Religious or moral issues seem to be the least concern or worry of most teachers, though this cause, as all others, has been mentioned most by teachers who are not living with their wives/husbands.

Discussion

1. It is not known how this number of worries in case of teachers compares with the number in other occupations. But it is a well-known fact that these worries end in

inefficiency in teaching Teachers who become emotionally unstable as a result of these or other worries are prone to have emotionally unstable pupils or children, because tension is contagious. It is therefore worthwile for administrators and teachers themselves to look into the causes of such worries with a view to ameliorating the lot of teachers and indirectly improving that of the taught.

2. As at present women teachers tend to worry more than men teachers it is likely this may affect their home life especially in relation to their own children. Hence all the more need to remove women-teachers' causes of worries.

3. When married teachers who are living with their wives/husbands have lesser worries than single teachers or teachers not living with their wives/husbands, the question arises : "Does it improve a teachers's work to be married"? If the answer is yes, reasons may be that marriage gives them experience with children or with family which is a very greet humanizing agency.

4. When however married teachers who are not living with their wives/husbands are afflicted by more worries than those who are single or are living singly, it becomes obvious that happy personal life, no matter whether the teacher is married or single, is what makes all the difference.

5. Since worries arise more from teacher's personal life than his professional life, teachers would do well to reorient their private world of men and materials with a view to living a more satisfying life. At the same time better emoluments, more amenities and facilities of work, good and sympathetic bosses, congenial environments and the like, which form part of the teacher's professional life, would go a long way in making his personal life happier and free from many worries. Hence the need to improve upon his professional life and to make teaching an adequately satisfying occupation.

6. That moral issues cause the least concern to teachers indicates that material values predominate the teachers' as others' lives, and this itself may have caused worries or unrest in their personal lives. Moral values in this material universe, which continuously creates more and more needs with comparatively lesser means to satisfy those needs need to be

upheld and sustained. Upon these values will be built the whole edifice of a true and full life devoid of dissatisfaction and grouse.

Bibliography

1. Peters, D. W., The status of the married Women teacher N. Y. Teachers' College C. U., 1934.

2. Pressey, S. L, Janney, J. E., and Kuhlen, R. G., Life : A Psychological Survey, N. Y. Harper, 1939.

3. Bills, A. G., The Psychology of Efficiency, N. Y. Harper, 1943.

STATUS OF TEACHING PERSONNEL IN U. S. A.

by SHAMSUDDIN, *Professor, Teachers' College, Raipur, M. P.*

THE PRESTIGE of any university, whether it be in India or in U. S. A., depends on the quality of its teachers and the standard of its education. In American Universities I found the teaching staff to be very highly qualified. Not only this, but the missionary zeal, with which they worked throughout, impressed me much and then I realized the secret of the popularity of American Universities all over the world. Why are the American people attracted towards the teaching profession ? Under what conditions they work ? What is the role of the teacher in the University ? What are the relationships between the teacher and the authorities on the one hand and the teacher and the student on the other hand ? These are some of the questions, the answer of which has been briefly attempted here.

Americans, specially those who are highly qualified, choose to offer their services in educational profession in spite of the fact that it is comparatively less remunerative than other professions. In business and industry people can easily earn much more than what they get in academic line; even then they prefer this dignified poverty which clearly indicates that people in America have great regard for this venerable profession. Similarly, in America a teacher is highly respected not only by students but by the community in general. My notion up till now was that it is the monopoly of Indians only to hold their teacher in high respect and westerners have no such ideal before them. It was removed when I actually mixed with the people in America. Of course the reason for this high reverence for teachers here is the teacher himself. It is not the necessity that compels him to join the teaching profession, but his natural love for the work impells him to become a teacher. He has natural craving for learning and a deep sense of devotion to his work. He is a source of great inspiration and impetus for the students to work with the same zeal and earnestness. Thus it is the devotion and sacrifice on the part of the teachers that they command unique respect in American Society.

This does not mean that American teacher lives in want and scarcity. In fact he gets enough to lead a life of standard in society along with others. He is not only comfortable and self satisfied man but maintains his social and educational obligations. For example I saw an average University teacher having his own personal library to discharge his academic duties in a better manner As regards scale of pay of teachers in Universities, there are no set rules. On enquiry I came to know that the pay and status of the lecturers is determined according to the academic work done by them. For example an Uuiversity teacher is required to do some research work, publish certain papers and contribute some solid work to the field of education. His achievements in this direction will pay him monetarily in the form of better scale of pay and increments. He will also be promoted to a higher rank and position in the University. Ordinarily a teacher teaching a Master's degree course is required to have Ph. D. degree at his credit. A person, having no real and active interest in teaching work or having failed to show any substantial progress, is sometimes required to leave the job in the middle. On the other hand a really devoted worker finds easy access to the higher positions in the University. Thus the security and status of the teacher's job depends on his work only.

The conditions under which the teachers in University work are very congenial for the promotion of academic work. In U. S. A. there is a great decentralisation of administration in education. Every University at State level is free to decide its own curriculum and method of teaching work according to the needs and interests of the students. Of course they keep in view the general policy and democratic ideals followed throughout the country. The Federal Government does not directly interfere into the day to day teaching and administrative work of the schools and colleges. Thus the teacher gets a free atmosphere so conductive to the line of his work. He has his own say in the determination of courses for the students, their admissions, promotions and even their dismissal too.

The teacher's work in the University is two-fold. He has to carry on the teaching work as well as do research side by side. He is generally specialized in his subject and has to do

intensive work in that subject only. While teaching, the teachers adopt various methods of teaching including lecture method. I found T. V. method to be very useful for bigger classes. The teacher there is not required to dictate notes to the students as the students themselves read a lot and discuss freely with their teachers. They sometimes question and challenge the opinions of their teachers. All this helps not only to devolop self-confidence in the students, but keeps the teacher well prepared and vigilant. In contrast to our country teachers, I marked there one thing more and that is apathy of teachers towards private tuitions. This is perhaps due to the fact that they are well paid and are not required to undertake extra strain to learn more to meet their ends of life.

Perhaps more important than teaching is the work of research that every University teacher is required to do compulsorily. Out of the total hours of work of a teacher in University, only a little part is utilized in actual class-room teaching, rest of all is devoted to either study or research or even guiding and counselling the students. Similarly the teacher is not required to bother for the expenses while doing research work. In fact he is provided with all possible facilities including financial aid for purchasing books and going on tours. He gets full help and assistance both by the authorities and the public for carrying on the research work. Thus the quality of work and degree of efficiency is raised to a higher standard under their scheme of work.

As regards casual leave and other privileges, I was informed that American teacher is denied all theses. All that he gets is the period of holidays when University is not in session. Even then the teachers are very serious and honest in their work. Similarly the students are very particular to attend to every lecture of their teachers and not to miss them at any cost. One remarkable feature of the leave arrangement in University is that every teacher is granted one year's leave with full pay after a certain period of work. The aim of it, is to allow the teacher to travel and refresh his mind to gather double energy to do further work. During this period some of them write books or visit places of interest and education to use that knowledge in teaching students. This is a rare opportunity offered to the teachers in American Universities. It is not the loss of work in the University but the best utilzation of the energy and interest

of teachers in the field of education. I wish it should be followed by other countries too.

As regards the relationships between the authorities and the teacher, and the students, they are not only very close but also friendly and cordial. The Principal is the head of the institution but regards and deals with his teachers as his fellow-beings engaged in the same mission and not as his subordinates. The teacher-pupil relations are not limited only to the class-rooms but extended to outside life in community and home too. The students are not scared away by the teachers but take them to be their guide, friend and philosopher. Thus the triangle of the Principal, the teacher and the student work as one with the common goal in view—the betterment of school and the advancement of learning.

After independence our country is also making rapid changes in the field of education Number of educationists are busy devoting their time to reorientate our system of education in a way best suited to the needs of our countrymen At such times it would be worthwhile if we keep in view the salient features of the educational systems. of other countries to enable us to make a profitable choice Similarly as the teacher is the main pivot round which the whole educational process revolves, it would not be out of way if we lay special stress on his prestige, position and status in keeping with the status of teachers observed in American Universities In fact the recognition of the status of teaching personnel in India can go a long way in achieving our desired goal in the field of education.

STUDENT VIEWPOINT :

I. MEDIUM OF INSTRUCTION FOR TRIBAL STUDENTS

by ANTHONY BARLA, *St. Xaviers' College, Ranchi*

I CAN say that I represent two worlds—the old tribal world of dance and song and much suffering and the new tribal world of educated tribals applying modern solutions to tribal problems and first of all to the problem of making a living.

Do I want the language of the Munda tribe and of the other tribes to be preserved ? Do I want its culture to be fostered ? Yes, I do, and I want fostering of other tribal languages, too. Nothing of human culture or achievement should be lost. A thing of beauty is a joy for ever and nothing of beauty contributed by any tribe should be lost. Moreover, I have heard of the view of the German philosopher, Spengler, that any culture that looks backward and merely tries to preserve the past is moribund, decadent, dying, so I want to see our tribal culturs looking both backwards and forwards. The fostering should include not only fostering but developing. What is more it must be practical. We tribals are poor on the whole and we cannot afford to live on culture and nothing else. You cannot dance long or sing well on an empty stomach.

I shall begin with the last point. My people—the Adibasis of Chotanagpur—have probably the highest rate of literacy in India. We are certainly not less than the second-most literate jath in India We owe this, of course, to the missionaries who have worked among us, but that missionary phase is now almost a thing of the past. The teachers and headmasters in our schools are tribals. Even in the Christian Church from our Archibishop down the priests are overwhelmingly tribal in number. We now have our tribal doctors, lawyers, professors and cabinet ministers. It is natural that education means everything to us. Although we are poor we form a kind of landed aristocracy in Chotanagpur but our fields are no longer our only treasures; we value our schools as much. Intermingled with the Government schools

doing so much for our people we have over a thousand schools belonging to the Christian Church. This educational system is expanding.

It will easily be understood that we tribals would be wholly opposed to anything that would injure our educational system or retard the children in their progress through it. Consequently while we love our tribal languages we should be very strongly opposed to having any tribal language as the medium of instruction even in a primary school. Hindi is the national language of India; we are Indians and we intend to go on taking our part in the national life. But to employ a tribal lauguage in any school would be to put the children at a disadvantage; they would be kept back by so many years if they used this medium. No child who had done his primary schooling in Mundari or Oraon or Khana could get admission to a Hindi school. In other words we who have been passing gaily from primary to middle and high school and on to all kinds of degrees and opportnities would be cut off and remain manual workers at the village level. There is no question of our ever agreeing to such a proposition and of course in Chotanagpur our voting strength is enough to make it impossible for any government to adopt such a policy. It should not be followed elsewhere either.

I feel very strongly that more ought to be done to preserve the treasures of the past. Thanks to the untiring efforts of Father Hoffman, we Mundas have the wonderful Encyclopaedia Mundarica in about twenty volumes. By publishing this work, he has lodged in the great library of the world the treasures of the Minda Tribe. Much work has been done by Dr. Elgin and a host of other great scholars to preserve the folklore and poetry of Chotanagpur. But both in Chotanagpur and in other tribal areas of India science has put at our disposal means of gathering, spreading and preserving tribal literature—means that scholars did not dare to dream of. I refer especially to the tape recorder. There is urgent need to record and edit the poems and songs, the dancing and drumming of the tribal peoples. Everybody complains that the economic disturbances of our day, the coming of the cinema and cheap magazine, are threatening tribal culture with extinction. It seems to me that a carefully planned campaign to record poems and songs should be organized. In a few years it may be too late. Certain

poems are known only to the old men. When they die, their poetry will die with them.

I feel we ought to have libraries of recordings and once we have these libraries we should have experts to edit the matter much as a film-editor edits films and takes only say one tenth of what has been shot. It would not be very useful to preserve every song at a village wedding-festival. Some winnowing of the matter collected, to remove the grain from the chaff is obviously necessary.

I would like to say that I don't think tribal culture should look backwards all the time. Just as Bengali prose was born as a result of the impact of European civilization on the poetic speech of Bengal, so I feel that time has now come when the tribal world should respond a little to modern influences. Tribal languages should be rendered apt to express new thoughts—that the tribals are thinking.

II. METHODS OF TEACHING

by YOGENDRA K. JAIN, *St. Xaviers' High School, Jaipur.*

WHEN YOU have created genuine interest among your students, when you have replaced their cupboard love for studies with sincere love, when you have instilled in their tender brains the burning desire to put that 'extra bit' into their studies, then, and only then, have you fulfilled the primary purpose and reached the final goal of good education.

As a teacher, you know bookish education begins to pall upon the students. They want something new, something interesting. A good diversion from the books is the characters in the books. Make your pupils think about people. One way of doing this is by presenting cases, not necessarily court cases but any interesting problems which provide the coveted change from the thraldom of books The more intriguing the problom, the better the response you will receive from your class, the more will be the sense of competition. It will really serve a twofold purpose. It is that method by which a teacher can clarify what he teaches by elucidating common day happenings, by explaining daily occurrences in the light of science and by giving the student a chance to use his own, fertile imagination in writing answers otherwise mechanical. What is the case method of teaching ?

1. You will really get the feel of teaching. For once, instead of executing your duties in a mechanical robot-like manner, you, too, will welcome a change for something light.

2. The pupils, too, wlll love the change in the scenery.

Take character classes, for example. Instead of deluging them with the usual 'you are the citizens of tomorrow', 'Be pure in thought, word and deed' stuff, give your students a chance to breathe. Give them cases. Give them problems in which they are in a dilemma, and then watch the fun.

But these cases need not be restricted to character classes

only. Remember there is a subject called 'History'. You know, and the students know, and we all know, everybody's had enough of the 'Give a short life-history of Charlemagne type of questioning. Give them something they can work enthusiastically on. I remember one such history paper when I skimmed through the first section because I wanted to reach the second section. There was one question—You have a choice of being anywhere, any one time in the past. With reference to text, explain why you want to be at that particular place at that particular time. Oh ! How I loved to have a chance to express my very own feelings instead of scribbling down the dead-set examiner's thoughts.

Then, there is physics also. Take, for example, the law of moments. You can go into all the scientific details, and still perhaps fail to make your students understand it. Present a case. A boy has caught a fish and he wants to weigh it' but the only measuring instrument he has is an ordinary ruler. He knows also the weight of the fishing pole. How can he determine the weight of the fish ? We all know the answer $\frac{d_2 xw.}{d_2.}$ Instead of merely stating that dark objects attract electricity, present a case for example,—cows often take shelter under a dark tree during a thunderstorm. Would you join them if you were caught out-doors during such a storm ? Here's another—soldiers marching over a bridge often break step 'or' why does water boil faster on Saturdays than on Sundays ?

In other words, you can vary case presentation to suit almost any subject - and it will suit you and your students, too.

REVIEWS

SUNSHINE. *The Children's Sunshine Concerns, 6 Parvati Villas Road. Poona 1, Annual Subscription Rs. 6.*

The Journal was founded 11 year ago by Dr. G. S. Krishnayya formerly Principal, Government Teachers College, Belgaum and Education Attache, Indian Embassy, U. S. A. Realising the need for a youth magazine Dr. G. S. Krishnayya embarked on this venture with faith and faced numerous obstacles in promoting its circulation. There were times in the life of this Journal when it faced imminent financial crises but Dr. Krishnayya continued the magazine sinking into it his own private resources. The work has become a family passion.

Today the magazine in the only monthly for young persons not only in India but in various Asian countries. It has subscribers even in some of the countries of Africa. The aim of the magazine is to promote a sense of national unity and a world outlook. It provides its readers citizenship training, hints on efficiency and growing up and a lot of general knowledge all of which is presented in simple English language.

The Vice President, Dr. Zakir Hussan in his message to the magazine on its 11th Anniversary has said 'I have known your magazine for quite some time, for my grandchildren read it and like it and I have always enjoyed reading what the children liked. I do think that Sunshine provides very good reading for boys and girls. I wish it was made available to classes in schools as well as in homes where boys and girls can read English. Wish you success in your excellent work'.

The magazine has a circulation of over 10,000. This proves that it is doing solid and substantial work. It is certainly broadening the vision of our young people through its constructive approach and thought provoking articles.

It is to be hoped that the magazine will find numerous subscribers in each of our high and higher secondary schools.

SOME THOUGHTS ABOUT EDUCATIONAL RESEARCH *by Professor Stephen M. Corey Centre for Advanced Study in Education, Faculty of Education and Psychology, Baroda. PP 36. 1964. Price not given.*

This monograph includes five articles of Professor Corey published in the Education and Psychology Review. It is bound to be helpful

to students of Education who are required to write dissertations and theses. The monograph pleads for a fresh outlook in research work by our students and teachers. One of the drawbacks in the present situation is that teachers who teach research for Master's degree just pass on to their students generalisations and advice about research. This only represents their knowledge acquired from textbooks. The teachers have to learn the skills and techniques involved in the complicated process of defining a problem, analysing it and searching for possible solution, gathering data and arriving at valid inferences.

The author deals very ably with the use of the prevalent method of investigation namely, the questionnaire and he suggests several ways by which other procedures may be used for gathering the necessary data.

SANATANA DHARMA *by Swami Bharti Krishna Tirtha. Bhartiya Vidya Bhavan, Bombay. PP 210. Price Rs. 4.*

This book contains the teachings of His Holiness Jagadguru Shri Shankaracharya. He was born in Madras and had a most brilliant academic career in his school, the Church Missionary Society College, Tirunelveli. Later he passed his M. A. in seven subject simultaneously. This is probably a world record of academic brilliance. His great contribution was in the field of Mathematics and Sanskrit.

Throughout his life he sought to preach the eternal religion. He travelled throughout the length and breadth of India and lectured in many places in America.

In this book are set out the aims of eternal religion and its relation to the various aspects of life. The social system of India is considered in detail and Swamiji pleads for an enlightened social structure for our country. The march of science and technology is considerd critically in relation to the development of religious attitude.

The part of the book which deals with the basic unity of religion is one of the best.

WORKLOAD OF TEACHERS IN SECONDARY SCHOOLS *by N. Vedamani Manuel. S.I.T.U. Council of Educational Research, Robertsonpet, Raja Annamalaipuram, Madras. PP 64. 1965. Price 1·50.*

The booklet embodies a careful study of the heavy load of work

weich teachers in high schools have to carry these days. This load keeps on increasing and shows no sign of abatement, At this time when there are more insisting demands on the time of the teacher in the classroom by the introduction of loaded curricula and varied activities it is appropriate that this study has appeared. It is hopped that to some extent it will help in creating rationality in the work imposed on teachers. The investigation considers carefully the work of teachers in respect of teaching, correction, preparation, time spent in clerical and administrative work and in extra curricula activities. All of this is found to be very heavy and it is a wonder that teachers can carry out their work efficiently in any of the fields assigned to them.

Teachers are also loaded with extra classes. No provision is made in the total staffing of the school for relief teachers.

Most teachers find the correction work very excessive and tedious.

Educational administrators and those who frame school curricula should read this monograph carefully and take suitable steps to lighten the burden of the teacher in actual classroom teaching and extra work that is put upon him.